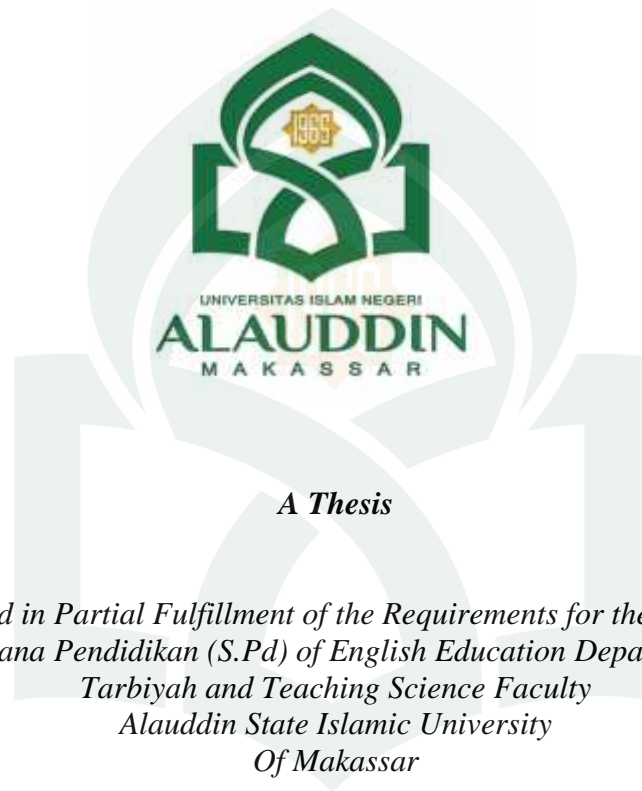


**THE EFFECTIVENESS OF GRAPHIC ORGANIZERS IN TEACHING
VOCABULARY AT THE SECOND GRADE STUDENTS OF
SMP NEGERI 1 TELLU SIATTINGE BONE**



A Thesis

*Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) of English Education Department
Tarbiyah and Teaching Science Faculty
Alauddin State Islamic University
Of Makassar*

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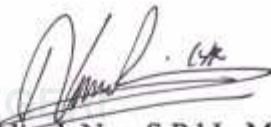
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Makassar, 17 February 2017

The Researcher



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ABSTRACT

Title : The Effectiveness of Graphic Organizers in Teaching Vocabulary at the Second Grade Students of SMP Negeri 1 Tellu Siattinge Bone.
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The main objectives of this study were to know whether graphic organizers are effective in teaching vocabulary, and to examine to what extent the graphic organizers are effective in teaching vocabulary. This research was conducted at SMP Negeri 1 Tellu Siattinge Bone in Academic Year 2016/2017. In this research, the population was the second grade students. The number of population were 160 students. In taking the sample, Class VIII A and VIII B were chosen by using purposive sampling technique.

Quasi Experimental design in this research used experimental and control group. The research instrument was vocabulary test given to the students in pre-test and post-test. It was used for collecting data.

The result of the research showed that in the control group was “fair” score on pre-test with the mean score 68.12. After giving treatment, the students obtained improvement, they obtained “good” score with the mean score 73.75. The result in the experimental group was “good” score on pre-test with the mean score 72.25. After giving treatment, the students obtained improvement, they got “good” score with the mean score 79.75. To find out the difference between control and experimental group, the researcher applied t-test value 4.41 which was higher than the t-table value 2.000 at the level significance 0.05 with degree of freedom (df) $(N_1+N_2)-2= 62$. The result indicated that t-test value of the students’ vocabulary (4.41) was higher than t-table value (2.000). It means that H_1 was accepted and H_0 was rejected.

In conclusion, graphic organizers were effective in teaching vocabulary to improve students’ vocabulary. The researcher suggests that the graphic organizers used as an alternative strategy in teaching vocabulary because it can help the students to participate in connecting ideas, concepts and building individual students to improve vocabulary so that students can be more interested in learning activities, especially in learning English vocabulary.

CHAPTER I

INTRODUCTION

This chapter presents background, problem statement, research objective, research significance, and research scope.

A. Background

Learning English Vocabulary as a foreign language seems difficult for some Indonesian students to master as it is completely different from the Indonesian language itself. They find some difficulties to memorize new words and to enrich vocabulary knowledge. In learning English, the first thing we have to emphasize is the vocabulary because the vocabulary is a very important aspect to learn a language.

According to Thornbury (2002: 13), without grammar very little can be conveyed, without vocabulary nothing can be conveyed, and Laufer (1997: 140) stated that learning vocabulary is one of the most important elements without it neither comprehension nor production of language is possible. From this statement, vocabulary as an element of language is considered as the most important factor influencing the aspect in learning English.

Vocabulary is very important in learning English. If people have less vocabulary, they not only cannot understand what others say, but also cannot make a sentence to transfer their messages to others. Therefore, they will understand the expression of English if they have enough vocabulary.

According to Richards and Renandya (2002: 255) vocabulary is a core component of language proficiency and provides much of the basis for how well

students speak, listen, read and write. It can be argued that vocabulary is one of the components to learn new languages, especially in English language to determine the necessary vocabulary to communicate. Vocabulary itself consists of several part of speech; they are noun verb, adjective, and adverb.

Teaching English in junior high school is different from teaching at the university because of the differences of characteristics and motivation in their learning. They are different from adults, so teaching should be different as well to learn vocabulary that is not boring and can be understood. One of the problems is that students feel bored because teachers are still using the same techniques and the same method for teaching vocabulary. So it is needed to use a strategy to teach vocabulary in junior high school.

However, during the vocabulary learning, there were some students which had difficulties in memorizing and understanding the meaning of word. During the learning process, students have difficulties in defining a word when they are reading or writing a text. In comprehending a text, it is needed to have a lot of vocabularies. Not only memorizing and understanding as the problem, but also make errors spelling and writing words.

The researcher chooses the topic “The Effectiveness of Graphic Organizers in Teaching Vocabulary” because graphic organizers can help students and facilitate students to coordinative the ideas. According to Stamper (2006: 5) graphic organizer is a visual and graphic presentation of relationship among ideas and concepts.

Graphic Organizers have some advantages according to some experts such as Cassidy in Kathrine S. McKnight, (2010: 2) Graphic organizing to be effective for teaching and learning, many supports the effectiveness of graphic organizers for gifted children and students with special needs. It can help students to facilitate what they learn and also in memorize words. This strategy has various concepts that can help students and teachers in learning words. In addition, they can develop and categorize words in several aspects, depends on the topics and learning objectives.

Considering those advantages, the researcher is interested in conducting an experimental research to examine whether the use of graphic organizers is effective in teaching vocabulary or not under the title *“The Effectiveness of Graphic Organizers in Teaching Vocabulary at the second Grade students of SMP Negeri 1 Tellu Siattinge Bone”*.

B. Research Problem

Based on the background stated previously, the researcher formulated the problems as follows:

1. Are graphic organizers effective in teaching vocabulary at the second grade students of SMP Negeri 1 Tellu Siattinge Bone?
2. To what extent are graphic organizers effective in teaching vocabulary at the second grade students of SMP Negeri 1 Tellu Siattinge Bone?

C. Research Objective

According to the problem statements above, the objectives of the research were to identifying the effectiveness of graphic organizers in teaching vocabulary.

1. To know whether graphic organizers are effective in teaching vocabulary.
2. To examine the extent to which graphic organizers are effective in teaching vocabulary.

D. *Research Significance*

1. Theoretical Significance

The researcher expected that the results of this research would be useful to give some contributions to English language teaching and learning. The study was expected to become a valuable information and contribution to teaching and learning English. The results of this study will be useful to teachers to enrich their understanding and as about good strategies reference in teaching vocabulary information for the readers, especially subsequent researchers/students related to graphic organizers.

2. Practical Significance

a) Significance for the students

By this research, researcher hoped the students will be able to be motivated to improve their vocabulary and develop their vocabulary by using graphic organizers.

b) Significance for teachers

By this research, researcher hoped that teachers can improve their strategies in teaching vocabulary and teachers can use graphic organizers in the classroom to make teaching and learning process more interesting.

c) Significance for the next researcher

This research was expected to give meaning to other researchers as a reference for further research on the similar topic.

E. *Research Scope*

This research was focused on finding out the effectiveness of graphic organizers in teaching vocabulary at the second grade of SMP Negeri 1 Tellu Siattinge Bone. Teaching vocabulary here was limited in teaching noun, adjective, and verb.

F. *Operational Definition of Terms*

The research aimed to examine the effectiveness of graphic organizers in teaching vocabulary in order to give clear understanding of the terms used in this research, the researcher explained those terms as follows:

1. Effectiveness

The effectiveness of the strategies used in teaching and learning can help teachers to achieve the learning objectives. The effectiveness itself has some meanings as follows: According to Schillinger (2010: 2), effectiveness refers to the intervention's ability to do more good than harm for the target population in a real world setting.

From those definitions, the researcher concluded that the effectiveness is the achievement of targets previously planned.

2. Graphic Organizers

Graphic Organizers provide a visual method of developing. Organizing and summarizing students learning. They help to structure disjointed information. They facilitate the learning process by providing a scaffold for the development of ideas and the construction of knowledge. Visual, auditory and kinesthetic learners all benefit from using the organizers. High quality teaching in mixed ability classrooms is also facilitated (Dara and Seirbhis, 2008: 4).

Based on the definitions above, the researcher concludes that a graphic organizer is visual to show the relationship between ideas, concepts, facts and terms in one main topic. Graphic organizers also referred to concept map or diagram concepts.

3. Teaching Vocabulary

Teaching is showing or helping someone to learn, giving instructions; guiding; providing with knowledge; causing to know or understand. (Brown, H. Douglas, 2007: 391).

Hedge (2003: 125) state teaching vocabulary would be useful to have information from classroom studies as to which teaching procedures seem to enhance particular learning strategies and need other factors are: storing, organizing, building vocabulary in the mental lexicon, being able to retrieve or recall it when it is needed. There are two factors which have influence of vocabulary learning. These factors can be gotten by input or output. If this factor like input or output is acquired automatically the vocabulary learning can be success.

Based on the explanation above, teaching vocabulary would be useful if they have information of teaching procedures. Learning vocabulary improve specific learning strategies and there are two factors input and output that affect learning vocabulary that factor when both input and output can be obtained by either going to be successful in teaching vocabulary.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature dealing literature review, theoretical framework, and hypothesis.

A. Literature Review

1.Previous Research Findings

There are some literature reviews that have relation to this research such as follows:

After conducting his Research, Tayib (2013: 32) proved that *The Use of Such Organizers the Preparatory College students at Umm- Al- Qura University in Saudi Arabia* had a significant positive impact on students' writing as well as on their attitudes towards this skill. Participants' mean score in writing increased from (45%) to (68.88%) with a difference of (25%). Advanced statistical analysis proved that this difference between the two mean scores is significant at 0.01, and that it is due to the graphic organizers' intervention. Furthermore, the participants' attitudes towards writing have changed dramatically. The students started to view writing as easy, exciting and interesting after they had completed their graphic organizers training.

Sam and Rajan (2012: 167) conducted the research of *Using Graphic Organizers to Improve Reading Comprehension Skills for the Middle School ESL Students* found that of the study offer some pedagogical implications for middle school reading instruction in ESL contexts. Graphic organizers help readers in identifying the required information from the material, classifying or arranging them

in templates which are creatively constructed by the readers themselves and they also guide readers in drafting similar information in a different context. However, more research studies with ESL readers should be executed to further investigate the effectiveness of graphic organizers on L2 reading comprehension. Based on this study, it is suggested to use graphic organizers in L2 reading classroom for better learning process and better output.

Purwaningsih (2013: 69) conducted the research of *improving students' reading comprehension through graphic organizers at SMP N 15 Yogyakarta in the academic year of 2012/ 2013* found that the using of graphic organizers made the students able to organize and visualize the text better and help them to comprehend the text. The students could also find the main idea and detail information easily since it was written in the graphic organizers table. Because they could organize the text well, they got more motivation to read. It was supported by the use of various media such as slide show to show the Graphic Organizers table so that the students could be more focus and did not easily get bored.

Hervinia (2015: 59) conducted the research that *The Effectiveness of Graphic Organizers for Teaching Vocabulary of Recount Text* stated that graphic organizers make a significant difference in vocabulary achievement for grade eight students by calculating the t-test (2.14) which is higher than the t-table (2.00). Graphic organizers are effective as a strategy in teaching vocabulary for grade eight students of SMPN 6 Semarang in the academic year 2015/2016. Based on the research, graphic organizers are more effective than lecturing in improving the students' active vocabulary.

Graphic organizers can be used for individual or group and can be used to help students organizing their note.

Based on the related research findings above, the researcher concluded that graphic organizers were tools that can be used to visualize and organize information and graphic organizers can assist the reader in identifying the necessary information from the materials and graphic organizers can set the text well, and students were motivated and focused and not getting bored easily because the use of various graphic table. Graphic organizers can be used for individual or group and can be used to help students organizing their note.

In addition, to compare with my research, the researcher uses the graphic organizers in the learning process that is graphic organizers while the difference from previous research that was the dependent variable and form of graphic organizers. Previous research was using graphic organizers in reading and in the vocabulary of recount text while in the study researcher used graphic organizers in the vocabulary.

2. Some Pertinent Ideas

a. Vocabulary

Vocabulary is important in learning English Language. McCarthy (2003: viii) stated that no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. According to Kamil and Hiebert (2005: 3), generically, vocabulary is the knowledge of meanings of words. They divide words into two forms: oral and print. Oral

vocabulary is the set of words for which we know the meanings when people speak or read orally. Print vocabulary consists of those words for which the meaning is known when people write or read silently.

From the definitions above, the researcher concludes that knowledge of the meaning of words that have two forms spoken and written that can be applied to the orally and written. And if we use language, choices of Words are different in every single language specific skills. The vocabulary used in speaking or writing will be different when using in reading or listening.

1) Kinds of Vocabulary

Johnson (2008: 93) also elaborates four different vocabularies, they are:

a) Listening vocabulary

Listening vocabulary are the words we hear and understand, commonly referred to as words we know. This is the largest of our vocabularies and the one upon which the others are built.

b) Speaking vocabulary

Speaking vocabulary are the words we use in conversation. Our listening vocabulary is larger than our speaking vocabulary because our understanding of some words is incomplete or contextual (we understand a word in the context of a sentence or situation, but not necessarily by itself). Thus, adding both depth and 16 dimensions to our word knowledge enables us to express our thoughts more efficiently and effectively.

c) Reading vocabulary

Reading vocabulary are the words that we are able to read. Most students enter school with very few words in their reading vocabulary. To this, they add approximately three thousand new words a year. As stated earlier in this book, learning to read is much easier if students are reading words in their listening and speaking vocabularies. Thus, increasing the number of words in students' listening vocabularies makes learning to read easier.

d) Writing vocabulary

Writing vocabulary are the words we use to express ourselves in written form.

This is usually the smallest of the four vocabularies. We write using only those words we can read and understand. Just like listening and speaking vocabularies, our reading vocabulary is larger than our writing vocabulary.

2) Teaching Vocabulary

Vocabulary is the first important step is performed to determine a language and especially in language acquisition but to teach vocabulary was not easy. According to Brown (2000: 7), "teaching" is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods and classroom techniques.

According to Cameron (2001: 75) teaching vocabulary focuses on helping students to build up knowledge of words also it will be able to the students to use the

language efficiently and successfully it means that teaching vocabulary must be carefully to make students can enjoy the learning and attract with the English subject. If they are attracted with the lesson they will get spirit full in learning vocabulary.

Based on explanation above, the researcher can conclude, teaching vocabulary can be presented in so many ways. Teaching vocabulary is giving lessons to students with methods, strategies, techniques in teaching vocabulary. Teaching vocabulary focuses on helping students build vocabulary knowledge and careful to teach vocabulary to make the students comfortable, enjoy, full of enthusiasm in the learning process.

Scott Thornbury (2002: 75) the teacher should know how much vocabulary to present. The following factors are:

a) The level of the learners

The teacher should know the level of her/his students whether beginner, intermediate or advanced

b) The learners' likely familiarity with the words.

The learner may have known the words before even though the words not part of their active vocabulary.

c) The difficulty of items.

The teacher should know whether the words difficult to pronounce or difficult to find the real meaning for her/his students.

d) Their “teach ability”.

The teacher should know whether easy to demonstrate or explain the words.

e) Items are being learned for production or for recognition only. The teacher should know whether the words for speaking and writing or listening and reading only.

From the definition above, we know that there are some factors to teacher should know how much vocabulary to present. Teachers need to know the level of the student, the teacher must know whether the words difficult to pronounce or find meaning for student teachers.

3) Testing Vocabulary

To improve students’ vocabulary, we also need some tests to know how many words we have known. According to Pavlu (2009: 30) there are eighteen types of testing vocabulary. In this study, the researcher would use two types of testing vocabulary, they were:

1) Multiple Choice

According to Thornbury (2012: 132) multiple choices are a popular way of testing in that they are easy to score and they are easy to design. This technique is easy to mark but difficult to design. It also can be used to test single words, words in sentences or in text (Pavlu, 2009: 3). Single words can be tested through definitions, for example:

Tangled means...

- a. A type of dance
- b. A tropical forest

c. A confused mass

d. A kind of fruit (Thornbury, in Pavlu, 2009: 31)

2) Cloze test

Cloze test are usually a minimum of two paragraphs in length in order to account for discourse expectancies (Brown, 2004: 202). They can construct easily as long as the specification for choosing and for scoring are clearly defined. The exact word method will give score the test-takers only if they answer the exact word that was originally deleted. Besides, the appropriate word scoring, the test-takers supply any word that is grammatically correct and make good sense in context (Brown, 2004: 202).

Here the example of cloze test:

Tumbu Fly

In Africa South of Sahara, another (1)_____ the traveler may encounter is (2)_____ tumbu or mango fly, which (3) _____ its eggs in clothing laid (4) _____ on the ground to dry.

In this study, the researcher will divide the test into two parts. The first part, the researcher will use multiple choice tests that consist of some questions about synonym and antonym. The second part is cloze test, the students will be asked to complete paragraph with appropriate words.

b. Graphic Organizers

Graphic Organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners' comprehension of newly acquired

information. Graphic organizers present material through the visual and spatial modalities (and reinforce what is taught in the classroom), the use of graphic organizers helps students internalize what they are learning (Kathrine 2010: 1). Another definition comes from Stricker (2008: 1) Graphic organizers are drawings or formats used to represent information visually, show relationships between ideas and help students think critically. As students convert information and ideas into a graphic map they gain increased understanding and insight to the focus topic or strategy.

Based on the definitions above, the researcher concludes that graphic organizers can help students to get information by connecting words with meanings and concepts of others, gain an increased understanding of the topic and help students to think critically.

1) How to use Graphic Organizers

Based on Stamper (2006: 6) graphic organizer can be used flexibly for a variety of learning situations for students. It can be used in whole class, small group, and individual student. By using the graphic organizer as motivational to teach and practice vocabulary skill, the students can learn unfamiliar words through interesting way. Stamper also said that we could implement the organizers in any of the following ways:

- (a) Draw the organizer on the board or on chart paper,
- (b) Use the organizer as a template for an overhead of transparency,

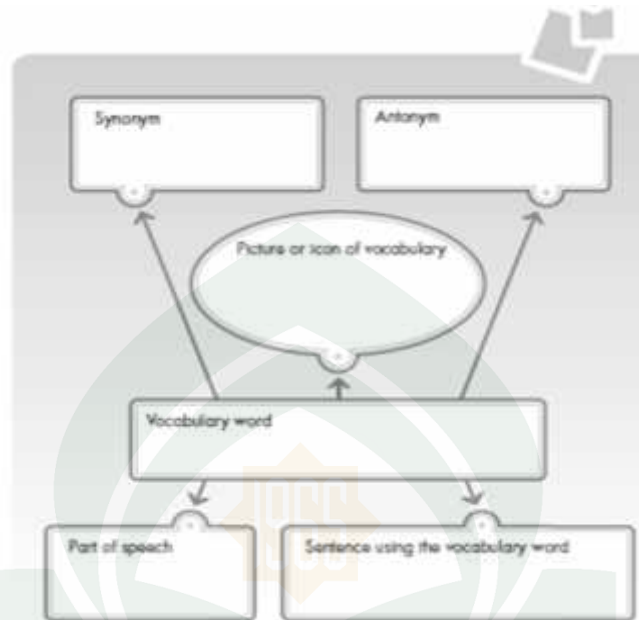
- (c) Reproduce multiple copies of the organizer to pass out to Students during class work, and
- (d) Have copies of the organizer available for students to use while working independently.

2) Types of Graphic Organizers to Teach Vocabulary

There are several types of graphic organizers for teaching vocabulary that have different ways to connect and gather information.

(a) Vocabulary Slide

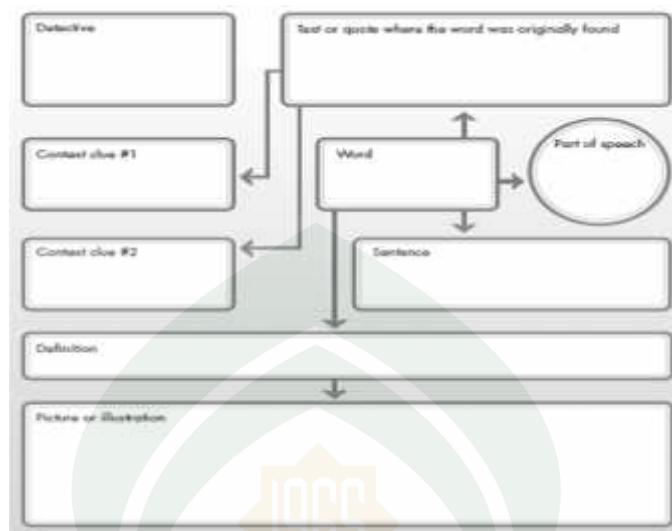
Help students create vocabulary slides from self-identified words in the assigned reading, or teacher can assign words. Teacher can also use the vocabulary slides as flash cards that the students use for review. Students are asked to draw a picture of the vocabulary. Students are asked to be able to process the word internally in order to create a visual representation of the meaning of words and improve the ability to recognize the newly acquired vocabulary.



Picture 1: Vocabulary Slide

(b) Word Detective

Teacher or the student selects the vocabulary word to be recorded in the center box. In the box above the word box, students record the location where they discovered their word by writing a direct quote from the text or the page number where the vocabulary word or concept was first encountered. Context clue, which are hints or text that may indicate the meaning of the word, are recorded in the two boxes on the left side. The part of speech is placed in the oval on the right side. A sentence that requires students to use the new vocabulary word or concept is placed in the box at the lower center of the organizer. Below the sentence box, students write the exact definition of the word. Finally, an image or illustration that represents the student's visualization of the word or concept is placed in the bottom space.



Picture 2: Word Detective

(c) Six Column Vocabulary Organizer

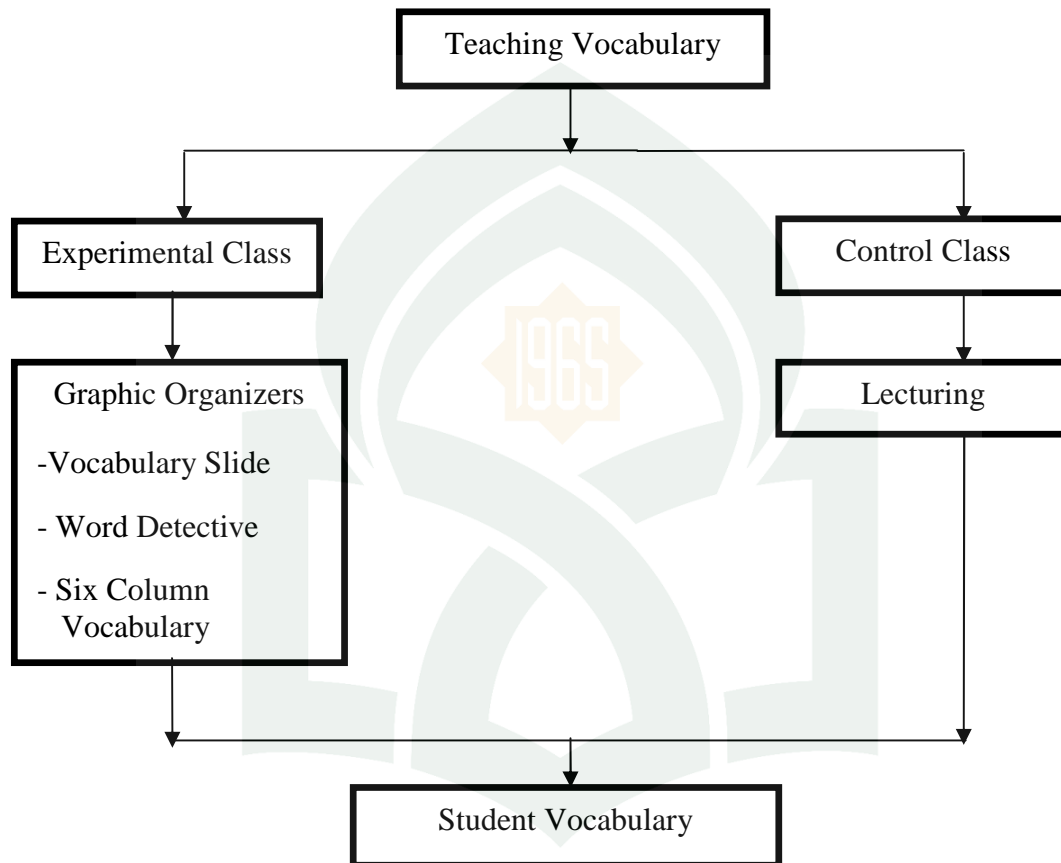
Students can use this organizer as a template for a vocabulary learning log. It can be used in classroom instruction for students to keep a running record of the vocabulary that they encounter and learn.

Vocabulary word	Students dictionary definition	Part of speech	Synonym	Antonym	Picture or icon that represents the word

Picture 3: Six column Vocabulary Organizers

B. Theoretical Framework

At this point, researcher drew the theoretical framework as follows:



In conducting the present study entitled *The Effectiveness of Graphic Organizers in Teaching Vocabulary*, The theoretical framework was started from Teaching Vocabulary. In experimental class, the researcher applied graphic organizers strategy to the students. Kathrine's book explains that there are nine graphic organizers but in this research the researcher focused on three graphic organizers, they are vocabulary slide, word detective and six column vocabulary organizers. The researcher selected slide vocabulary, word detective, and six column

vocabulary because those three graphic were not complicated for students, especially for the second grade students of junior high school.

The researcher used three graphic organizers because these graphic organizers easy to apply in the classroom based on the students' ability as object of research. Meanwhile, in the control class lecturing method was applied to students. It was done to stimulate students' active learning and to provide feedback. In the last, the result of the test by using graphic organizers strategy and student vocabulary achievement was carried out to find out the significant difference between experimental and control group. Besides, the percentage of the students' improvement presents the effectiveness of graphic organizers strategy was measured by using lecturing method.

C. Hypothesis

There are two hypotheses in this study. The first hypothesis is the alternative Hypothesis (H1). The second hypothesis is the null hypothesis (H0).

- 1) H1: Graphic organizers are effective in teaching vocabulary to the second grade Students of SMP Negeri 1 Tellu Siattinge Bone.
- 2) H0: Graphic organizers are not effective in teaching vocabulary to the second grade students of SMP Negeri 1 Tellu Siattinge Bone.

CHAPTER III

RESEARCH METHOD

This chapter presents research method, research instrument, data collection procedure, and data analysis technique.

A. *Research Method*

1. Research Design

The research was used Quasi- Experimental Design with pre-test and post-test Design. That was not randomizing control group pre-test-post-test design. Pre-test was given to both the control and experimental group at the grade of Junior high school 1 Tellu Siattinge to measure the condition before treatment. Next, the treatment was given to the experimental group by using graphic organizers while the treatment of the control group was given by lecturing. After conducting the treatment, the test was given to both groups as the post-test. The scheme of this model is:

Experimental Group:	O₁	X	O₂
Control Group:	O₃	X	O₄

Where:

O₁ = pre-test in experiment class

O₂ = post-test in experiment class

X = Treatment for experimental class

O₃ = Pre-test in control class

O₄ = post-test in control class

(Arikunto, 2010: 125)

2. Research Variable

This research consisted of two variables, dependent variable and independent variable. Creswell (2009: 51) states that dependent variables are those that depend on the independent variables; they are the outcomes or results of the influence of the independent variables. Other names of dependent variables are criterion, outcome, and effect variables. Based on the definition, the dependent variable in this study was English Vocabulary. And According to Creswell (2009: 51) independent variables are those that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated or predictor variables. Based on the definition, the independent variable in this study was graphic organizers, since they affect English Vocabulary.

B. Population and Sample

1. Population

Population is the whole number of objects of the research, in which the sample is taken. According to Arikunto (2006: 130), population is the whole subject of a study. The population of this research was the second grade students of SMP Negeri 1 Tellu Siattinge Bone. The total number of population were 160 students. Population consisted of five classes in 2016/2017 academic year. Each class consisted of 32 students.

2. Sample

According to Arikunto (2013: 174) sample is partially or the representative of the population studied. In this research, the sample is taken two classes as the sample,

the sample of this research was chosen by using purposive sampling technique. The researcher chose purposive sampling because using purposive sampling expected in the samples obtained criterion really appropriate research to be conducted. Class VIII A was the experimental group and class VIII B was the control group. Each of the classes consisted of 32 students, therefore the total number of students as the sample of the research were 62.

C. Research Instrument

The instrument that was used in this research is vocabulary test. It was used to measure students' vocabulary before and after treatment. The test consisted of two parts. They were multiple choices and cloze test. There were two items of the test, 15 items for multiple choices related to the use of verb, noun, and adjective. Also there were 10 items for cloze test which consist of the question related to the use of graphic organizers.

D. Data Collection Procedure

1. Pre-test

Pre-test was given to the students before get treatment. A pre-test in this research aimed to determine students' early mastery of vocabulary. For the pre-test, the researcher was given students a vocabulary test in the form of multiple choice and cloze test. The first part was a multiple-choice and the second part was cloze test students was required to answer the question correctly.

2. Treatments

Treatment was given after pre-test. In the experimental class the researcher explained and taught the students how to use graphic organizers in teaching vocabulary. Meanwhile in the control class, the researcher taught the students by using lecturing method.

The procedure of giving treatment to experimental class as follows:

- (1) The researcher introduced and explained about graphic organizers
- (2) The researcher gave the students a piece of paper with the topic of graphic organizers want to study and asked them to identify the class of words
- (3) The researcher decided to work on individual students (meeting 1 and 2) and in pairs (meetings 3 and 4).
- (4) The researcher asked students to identify the readings given
- (5) The researcher and students to discuss a given topic and determine the class of words, synonyms and antonyms

The procedure of giving treatment to control class as follows:

- (1) The researcher say the themes to be studied today is about adjective, verb, noun in reading
- (2) The researcher Explain class of words, synonyms and antonyms
- (3) Students work on tasks assigned by researcher

3. Post-test

The post-test was given after the students get the treatment to both experimental and control group. The test is similar with the pre-test, in the form of multiple choices and cloze test.

E. Data Analysis Technique

Before analyzing the data, the researcher collected the data. The main components of the technique of collecting the data were follows:

1. Student' Score

Scoring students' correct answer of pre-test and post-test:

$$\text{Score} = \frac{\text{Student's correct answer}}{\text{Total number of items}} \times 100$$

(Puskur, 2006: 32)

2. Classifying Score

Classifying the score of the students answer into following measurement:

Classification of the students score

NO	Classification	Score
1	Very good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very Poor	10-29

(Puskur, 2006: 33)

3. Percentage

Computing the frequency and the rate percentage of the students' score:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = the total number of students

(Hatch & Farhady in Nurbing, 2000: 25)

4. Mean Score

Finding out the mean score of the students answer by using formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

X = the Mean score

$\sum x$ = the sum of all score

N = the total number of students

(Gay, 2006: 320)

5. Standard Deviation

Finding out the standard deviation of the students pre-test and post-test by applying this formula:

$$SD = \sqrt{\frac{S}{N-1}} \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD = standard deviation

SS = the sum of square

N = total number of the subjects

$\sum x^2$ = the sum of all square; each score is squared and all the squares are added up

$(\sum x)^2$ = the square of the sum; all the scores are added up and the sum is square, total.

(Gay, 2006: 321)

6. t-test

The formula of t-test will be used in finding out the difference between students' score in Pre-Test and in Post-Test was:

$$\frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = test of significance

\bar{x}_1 = mean score of experimental group

\bar{x}_2 = mean score of controlled group

SS₁ = sum square of experimental group

SS₂ = sum square of controlled group

n_1 = number of students of experimental group

n_2 = number of students of controlled group

(Gay, 2006: 349)

7. Hypothesis test

After computing t-test, it is necessary to obtain the degree of freedom that was used to determine whether or not the t-score was significant or not. The t-obtain value was consult with the value of the t-table by using degree of freedom. If $t_o > t\text{-table}$, H_o was accepted. It means that there was no significant difference between the students' vocabulary of experimental and control class. If $t_o > t\text{-table}$, H_1 was accepted. It means that there was significant effect of using graphic organizers in teaching vocabulary.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the findings and the discussion of this research. In the finding section, the researcher shows all the data which she collected during the research. In the discussion section, the researcher analyzed and discusses all the data in the finding section. The researcher compared the data between the pre-test and post-test. The problem statements of this research were also answered in this section.

A. Findings

There were some results conducted by researcher based on the purpose of this research. The findings of the research obtain the result percentage of the students' score of pre-test and post-test, the mean score and the standard deviation of the students' pre-test and post-test of significance.

There are two research objectives of the research they are: the effectiveness of graphic organizers in teaching vocabulary and the extent to which the effectiveness of graphic organizers in teaching vocabulary. Those two objectives are presented in the following findings:

1. The Effectiveness of Graphic Organizers in Teaching Vocabulary

Although, the mean score increased after treatment but the hypothesis in Chapter II p. 22 must be tasted again with the statistical calculation. The statements of the hypothesis are:

(Ho) : The use of graphic organizers is not effective to improve students' vocabulary at the second grade of SMP Negeri 1 Tellu Siattinge Bone.

(H1) : The use of graphic organizers is effective to improve students' vocabulary at the second grade of SMP Negeri 1 Tellu Siattinge Bone.

To know whether the mean score of the experimental group and the control group was statistically different, the t-test applied with the level significance (P)= 0.05 and the degree of freedom (df) = n-2, where n1= 32 and n2=32. The result of t-test after calculation can be seen the following *table 1*.

Based on the result above, the researcher has considered graphic organizers could be one of the effective ways enhanced the students' vocabulary. It based on the mean score of experimental class post-test was higher than control class. The difference in the control class and the experimental class, which fixes a few points are at a moderate level.

Table 1
The Result of t-test calculation

Variable	t-test Value	t-table Value
$X_1 - X_2$	4.41	2.000

The *table 1* indicates that value of the t-test was 4.41. It was higher than the value of the t-table was 2.000 with significant level (P) = 0.05 and (df) = 62, then the value of t-table was 2.000 while the value of t-test (4.41>2000). It means that hypothesis was accepted.

2. The Extent to Which the Effectiveness of Graphic Organizers Effective in Teaching Vocabulary

In this research, Researcher wants to know what the extent are graphic organizers data below shows the extent to which effective use of graphic organizers

a. The Classification of students' Pre-test and Post-test Score in Experimental and Control Group

Before giving the treatment, the researcher conducted pre-test both in experimental and control group. The result of pre-test was acquired to know the students' ability in vocabulary. After giving a pre-test, the students score was calculate and was classification based on the scale. All the students score of pre-test both of experimental and control group can be sees in following table:

Table 2
The rate percentage of score experimental class in the pre-test

No.	Classification	Score	Frequency	Percentage
1	Very good	90 – 100	1	3.13%
2	Good	70 – 89	22	68.75%
3	Fair	50 – 69	9	28.12%
4	Poor	30 – 49	-	-
5	Very poor	10 – 29	-	-
TOTAL			32	100%

The *table 2* shows that there were 9 students classified into fair score (28.12%), students classified into good score 22 (68.75%), there was 1 (3.13%), students classified into poor (0%) and very poor score. From the result it can be

concluded that the students' vocabulary achievement on pre- test ranges from fair to good classification.

Table 3
The rate percentage of score experimental class in the post-test

No.	Classification	Score	Frequency	Percentage
1	Very good	90 – 100	2	6.25%
2	Good	70 – 89	30	93.75%
3	Fair	50 – 69	-	-
4	Poor	30 – 49	-	-
5	Very poor	10 – 29	-	-
TOTAL			32	100%

After treatment, the researcher conducted the post-test. All students' result could be seen into the data in *table 3*. There were 30 (93.75%) students classified into good score, there were 2 (6.25%) students classified into very good score and none of the students (0%) classified into fair, poor and very poor score. From the result it can be concluded that, the students' vocabulary achievement on pre- test ranges from good to very good classification.

Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in the pre-test.

The data Percentage of Students' Score of Pre-test

Table 4

The rate percentage of score control class in the pre-test

No.	Classification	Score	Frequency	Percentage
1	Very good	90 – 100	-	-
2	Good	70 – 89	17	53.13%
3	Fair	50 – 69	15	46.87%
4	Poor	30 – 49	-	-
5	Very poor	10 – 29	-	-
	TOTAL		32	100%

Table 4 above shows the rate percentage of the score of control class in the pre-test from 32 students. None students classified into very good score and there were 17 (53.13%) students classified into good score. There were 15 (46.87%) classified into fair score, and none (0%) students classified into poor and very poor score. From the result it can be concluded that the students' vocabulary achievement on pre- test ranges from fair to good classification. This indicates that the rate percentage of score control class in the pre-test was low.

Table 5

The rate percentage of score control class in the post-test

No.	Classification	Score	Frequency	Percentage
1	Very good	90 – 100	1	3.13%
2	Good	70 – 89	26	78.12%
3	Fair	50 – 69	5	18.75%
4	Poor	30 – 49	-	-
5	Very poor	10 – 29	-	-
	TOTAL		32	100%

While the rate percentage of the score of control class in the post-test from the 32 students as *table 5* above shows, there was 1 (3.13%) student classified into very good score, there were 26 (78.12%) students classified into good score, there were 5 (18.75%) students classified into fair score, and none (0%) of students classified into poor and very poor score. From the result it can be concluded that the students' vocabulary achievement on pre-test ranges from good to very good and fair classification.

Based on the result above, it can be concluded that the rate percentage in the post-test was higher than the rate percentage in the pre-test.

b. The Mean Score and Standard Deviation of the students' Experimental and Control Group

Table 6
The Mean Score and the Standard Deviation of Experimental and Control Group of the Students' Pre-test and Post-test.

Types	Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test
Experimental	72.25	79.75	6.17	10.89
Control	68.12	73.75	7.83	7.49

After calculating the results of the students' pre-test and post-test from the experimental group and the control group, the mean score and standard deviation of their scores presented in *table 6*. The mean score of the students' pre-test of experimental group which shown from the table was 72.25 with standard deviation

was 6.17. The mean score of the students' pre-test of control group which shown from the table was with standard deviation was 68.12.

The mean score of the students' post-test of the experimental group which shown from the table was with standard deviation was 10.89. The mean score of students' post-test of control group which shown from the table was 73.75 with standard deviation was 7.83. It revealed that the mean score and standard deviation of pre-test and post-test of experimental group and control group were different which obtained from the students.

Based on the data above, the results achieved from both tests, the pre-test and the post-test, were different. The students' ability of experimental group in mastering vocabulary was higher than the control group.

B. Discussions

1. The Effectiveness of Graphic Organizers in Teaching Vocabulary

Graphic organizers expressed as an effective teaching strategy. The effectiveness of this strategy is shown by procedures that focus on students aimed at their students can be organized themselves to improve their vocabulary words. This strategy can students think individually and then they display the relationships between different ideas, concepts. Graphic organizer is visual shows the relations between ideas, concepts facts and terms in one main topic. Graphic organizers also referred to concept map or diagram concepts.

According to Cassidy in Kathrine S. McKnight, (2010: 2) Graphic organizing to be effective for teaching and learning, many supports the effectiveness of graphic

organizers for gifted children and students with special needs. It can help students to facilitate what they learn and also in memorize words. This strategy has various concepts that can help students and teachers in learning words. In addition, they can develop and categorize words in several aspects, depends on the topics and learning objectives.

The similarity in this study, the results showed that graphic organizers vocabulary is effective for students in teaching vocabulary. The result of the test showed that there was significance different between t-test and t-table value. Based on the data collection from the students showed that, the t-value was 4.41 with the level significance 0.05 and the degree of freedom (df) 62 while the t-table was 2.000. The t-value is higher than the t-table ($4.41 > 2.000$). So, the null hypothesis of the research was rejected and alternative hypothesis (H_1) was accepted. It means that the use of graphic organizers is significantly effective because the students showed the improvement in the test result.

Description of data collected through testing vocabulary as described in the previous section shows that graphic organizers are effective increasing students' vocabulary. This is supported by the frequency and percentage of students' scores after presenting graphic organizers in teaching vocabulary is better than before the treatment given to the students. It can be concluded that the effective use of graphic organizers enhanced the vocabulary of students in class VIII SMP Negeri 1 Tellu Siattinge.

2. The Extent to which Graphic Organizers are Effective in Teaching Vocabulary

Dealing with effectiveness, graphic organizers also been applied effectively in the vocabulary to students based Hervinia (2015: 59) of these studies concluded that graphic organizers are effective as a strategy in teaching vocabulary for grade eight students of SMPN 6 Semarang. Based on the research, graphic organizers are more effective than lecturing in improving the students' active vocabulary. Graphic organizers can be used for individual or group and can be used to help students organizing their note.

This is supported by the frequency and percentage of students' scores after presenting graphic organizers in teaching vocabulary is better than before the treatment given to the students. Then, the researcher conducted a post-test of both classes. And the result, the score of the experiment class higher than control class.

Strategy teaching is one of the factors that affected the results. In the process of teaching, teachers have to choose the right strategy, so that the students will enjoy the lessons given. Based on the test results, the process of learning English using the vocabulary graphic organizers in teaching vocabulary SMP Negeri 1 Tellu Siattinge could help students in improving students' vocabulary. On the post-test the improvement of the students who taught using graphic organizers is higher than the improvement of students who taught without graphic organizers. It can be seen the mean pre-test score of control class was 68.12 and in the post test was 73.75 while the mean of pre-test score of experimental class was 72.75 and in the post-test was 79.75

this means that improvements are most effective in the experimental class but in the moderate stage. According to Hervinia (2015: 57) after conducting the treatment, the computation of the mean score of experimental group was higher than the control group. The mean score of experimental group was 83.55 and for the control group was 74.52. It indicated that after getting treatment, the experimental group was achieved better result than the control group. That research is in line with the findings of this research.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two sections. The first section contains conclusion based on the research findings and discussions. The second section contains suggestion based on the conclusion.

A. Conclusion

Based on the findings and the discussions in the previous chapter, the researcher concludes that:

1. The Effectiveness of Graphic Organizers in Teaching Vocabulary

There is a significant difference in the students in vocabulary between the experimental and the control class after they got the treatment. During the process of English teaching and learning, student motivation also increases. It makes teaching and learning becomes fun. The result of t-test showed that the result of test was higher than t-table. It can be known that graphic organizers are effective as strategy in teaching vocabulary at the second grade students of SMP Negeri 1 Tellu Siattinge. So, it could be concluded that there are effectiveness in the vocabulary of the students who taught using graphic organizers.

2. The Extent to which Graphic Organizers are Effective in Teaching Vocabulary

The data of this study concluded that the extent to which graphic organizers in teaching vocabulary. During the learning process the students enjoy the learning process and improve their vocabulary. It can be seen from the mean score of pre-test,

the main score of students' post-test was higher than the main score of students' pre-test. It means that effective. Then, the researcher conducted a post-test of both classes. And the result, the score of experimental class was higher than the control class.

B. *Suggestion*

Based on the conclusion above, the researcher would like to offer some suggestions as follows:

1. English Teachers

In teaching English teachers should use different variations to avoid the boredom of school students in the learning process of teachers first figure out the right strategy of teaching vocabulary and the teacher must create an interesting and instructive teaching in the classroom.

2. The Students

The students of SMP Negeri 1 Tellu Siattinge have to develop the use of graphic organizers as a teaching in teaching vocabulary. It is hopefully for students to apply graphic organizers in their learning to help students in memorizing and understanding English words. In order graphic organizers can be more effective and efficient in teaching vocabulary.

3. The Next Researchers

Researcher hopes to contribute the further research with a different theme. And other researchers can add other related theories in the process of learning and

teaching English. Realizing that this study is far from perfect and hope there will be improvements for the next study.

4. Institution

The researcher hopes that the school institution can support teachers to create enjoyable, fun and interesting atmosphere in learning such as Graphic organizers as learning strategy. So, it can give positive effect to the future in teaching learning process.



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Appendix I

LESSON PLAN

Nama Sekolah : SMP Negeri 1 Tellu Siattinge
Kelas/Semester : VIII A / 1
Tema : Treatment (Graphic Organizers)
Pertemuan ke : 1 dan 2
Aspek/ Skill : Vocabulary
Alokasi Waktu : 2 X 40 menit

A. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

B. Indikator

- Siswa dapat menemukan, memahami, dan mengingat bahasa Inggris baru kosakata menggunakan penyelenggara grafis.

C. Metode Pembelajaran

Graphic Organizers (Vocabulary Slide)

D. Materi Pembelajaran

My Mother

Hi friends, I have mother, my mother is a beautiful person. She is Indonesian and her name is Yuka. She is not tall but not short, and she has curly hair. Her eyes color is like honey and her color skin is light brown, and she has a beautiful smile. Her weight is 70 kg. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all things in the house are in the right place. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when

I wake up or when I am going to go to some places, she always give me a kiss, and also when the family have problem she always be with us to helps us and to give us all her love.

I love my mother so much. She is the best mother in the world.

- Vocabulary Slide



E. Langkah-langkah Pembelajaran

1. Peneliti Menjelaskan Penggunaan Graphic organizers
2. Peneliti membagikan news paper sheet Graphic organizers
3. Peneliti menyebutkan tema yang akan dipelajari hari ini yaitu tentang adjective, verb, noun dalam bacaan
4. Siswa mengorganisir dan menulis dikertas tugas yang berisi gambar graphic organizers

F. Sumber Belajar

- Internet
- Buku teks yang relevan

Makassar, Oktober 2016

The Researcher

Yulia Udin Safitri
20400112112

LESSON PLAN

Nama Sekolah : SMP Negeri 1 Tellu Siattinge
 Kelas/Semester : VIII A / 1
 Tema : Treatment (Graphic Organizers)
 Pertemuan ke : 3
 Aspek/ Skill : Vocabulary
 Alokasi Waktu : 2 X 40 menit

A. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

B. Indikator

Mengetahui arti, ejaan dan mengucapkan dengan baik setidaknya 10 kosa kata tentang adjective, noun, verb dan sinonim dan antonim

C. Metode Pembelajaran

Graphic Organizers (Word Detective)

D. Materi Pembelajaran

My Favorite room

My bedroom is one of the three master bedrooms in our house, it's the place where I have privacy and the place where I can retreat when I'm tired. My bedroom is the second largest bedroom in our house, and I love my bedroom so much and now I will describe it as well as I can. When you open the door the bathroom is in front of you and there is an arch where you enter to the main bedroom. The ground is made of white grayish marble, my bed and curtains are American style, they're white with black flower chiffon curtains. There is a white & black blanket with some colored points, and my bed size is queen with tow pillows and lots of black and white cushions. There is a wall sconce in the wall that is behind my bed, and at the corner there are two sectional sofas and a rounded table in between. My dressing table is full

of my perfumes, make up and accessories, and in the wall that's near of the dresser there is a wall clock, and there is a stand in left of the clock. I tried to give you a simple description of my favorite room, hope that you like my bedroom the place when I rest lots of my time.

- **Word Detective**



E. Langkah-langkah Pembelajaran

1) Kegiatan Guru (Peneliti)

- Peneliti Menjelaskan Penggunaan Graphic organizers
- Peneliti membagikan news paper sheet Graphic organizers
- Peneliti menyebutkan tema yang akan dipelajari hari ini yaitu tentang adjective, verb, noun dan descriptive

2) Kegiatan Siswa

- Siswa mengorganisir dan menulis dikertas tugas yang berisi gambar graphic organizers

F. Sumber Belajar

- Internet
- Buku teks yang relevan

Makassar, Oktober 2016

The Researcher

Yulia Udin Safitri

20400112112

LESSON PLAN

Nama Sekolah : SMP Negeri 1 Tellu Siattinge
Kelas/Semester : VIII A / 1
Tema : Treatment (Graphic Organizers)
Pertemuan ke : 4
Aspek/ Skill : Vocabulary
Alokasi Waktu : 2 X 40 menit

A. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

B. Indikator

Mengetahui arti, ejaan dan mengucapkan dengan baik setidaknya 10 kosa kata tentang adjective, noun, verb dan sinonim dan antonim

C. Metode Pembelajaran

Graphic Organizers (Six Column Vocabulary)

D. Materi Pembelajaran

Identifikasi kelas kata vocabulary dan menulis sinonim dan antonim dari tema yang telah ditentukan.

) Six Column Vocabulary

[illegible]

E. Langkah-langkah Pembelajaran

1) Kegiatan Guru (Peneliti)

- Peneliti Menjelaskan Penggunaan Graphic organizers
- Peneliti membagikan paper sheet Graphic organizers
- Peneliti menyebutkan tema yang akan dipelajari hari ini yaitu tentang adjective, verb, noun

2) Kegiatan Siswa

- Siswa mengorganisir dan menulis dikertas tugas yang berisi gambar graphic organizers

F. Sumber Belajar

- Internet
- Buku teks yang relevan

Makassar, November 2016

The Researcher

Yulia Udin Safitri

20400112112



LESSON PLAN

Nama Sekolah : SMP Negeri 1 Tellu Siattinge
 Kelas/Semester : VIII B / 1
 Tema : Control Group
 Pertemuan : 1 dan 2
 Aspek/ Skill : Vocabulary
 Alokasi Waktu : 2 X 40 menit

A. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

B. Indikator

- Siswa dapat menemukan, memahami, dan mengingat bahasa Inggris baru kosakata menggunakan penyelenggara grafis.

C. Metode Pembelajaran

Explanation

D. Materi Pembelajaran

My Mother

Hi friends, I have mother, my mother is a beautiful person. She is Indonesian and her name is Yuka. She is not tall but not short, and she has curly hair. Her eyes color is like honey and her color skin is light brown, and she has a beautiful smile. Her weight is 70 kg. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all things in the house are in the right place. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and

also when the family have problem she always be with us to helps us and to give us all her love.

I love my mother so much. She is the best mother in the world.

E. Langkah-langkah Pembelajaran

- 1) Kegiatan Guru (Peneliti)
 - Peneliti Menjelaskan kelas kata
 - Peneliti menyebutkan tema yang akan dipelajari hari ini yaitu tentang adjective, verb, noun dalam bacaan
- 2) Kegiatan Siswa
 - Siswa mengerjakan tugas yang dibagikan oleh guru

F. Sumber Belajar

Internet

Buku teks yang relevan

Makassar, Oktober 2016

The Researcher

Yulia Udin Safitri

20400112112



LESSON PLAN

Nama Sekolah : SMP Negeri 1 Tellu Siattinge
 Kelas/Semester : VIII B / 1
 Tema : Treatment (Graphic Organizers)
 Pertemuan ke : 3 dan 4
 Aspek/ Skill : Vocabulary
 Alokasi Waktu : 2 X 40 menit

A. Kompetensi Dasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive*.

B. Indikator

Mengetahui arti, ejaan dan mengucapkan dengan baik setidaknya 10 kosa kata tentang adjective, noun, verb dan sinonim dan antonym

C. Metode Pembelajaran

Explanation

D. Materi Pembelajaran

My Favorite room

My bedroom is one of the three master bedrooms in our house, it's the place where I have privacy and the place where I can retreat when I'm tired. My bedroom is the second largest bedroom in our house, and I love my bedroom so much and now I will describe it as well as I can. When you open the door the bathroom is in front of you and there is an arch where you enter to the main bedroom. The ground is made of white grayish marble, my bed and curtains are American style, they're white with black flower chiffon curtains. There is a white & black blanket with some colored points, and my bed size is queen with tow pillows and lots of black and white cushions. There is a wall sconce in the wall that is behind my bed, and at the corner

there are two sectional sofas and a rounded table in between. My dressing table is full of my perfumes, make up and accessories, and in the wall that's near of the dresser there is a wall clock, and there is a stand in left of the clock. I tried to give you a simple description of my favorite room, hope that you like my bedroom the place when I rest lots of my time.

E. Langkah-langkah Pembelajaran

1) Kegiatan Guru (Peneliti)

- Peneliti Menjelaskan kelas kata, sinonim dan antonym
- Peneliti menyebutkan tema yang akan dipelajari hari ini yaitu tentang adjective, verb, noun dalam bacaan

2) Kegiatan Siswa

- Siswa mengerjakan tugas yang dibagikan oleh guru

F. Sumber Belajar

Internet

Buku teks yang relevan

Makassar, November 2016

The Researcher

Yulia Udin Safitri

20400112112



Appendix II**RESEARCH INSTRUMENT**

Name :
Class :
Reg. Number :

PRE- TEST

Subject : English
 Class/Semester : VIII/1
 Time allotment : 45 minutes

A. Multiple Choice

Choose the correct answer by crossing (X) a, b, c, or d!

1. She likes being with other people. She is...

a. shy	c. sociable
b. jealous	d. angry
2. He runs very fast. The synonym of underlined word is...

a. quick	c. heavy
b. slow	d. nice
3. Synonym of “true” is...

a. tired	c. false
b. diligent	d. right
4. Synonym of “begin” is...

a. start	c. exit
b. leave	d. stand
5. They... the game yesterday.

a. played	c. speed
b. ran	d. tour
6. Antonym of “big” is...

a. little	c. sizable
b. small	d. tiny
7. Antonym of “agree” is...

- a. disagree c. agreement
b. approve d. opinion
8. Shilla... the room yesterday.
a. wrote c. cleaned
b. finished d. cooked
9. He is a tall boy. The antonym of underlined word is...
a. short c. long
b. young d. light
10. I reallythe concert tonight.
a. angry c. enjoy
b. smile d. passed
11. she was a book yesterday
a. reading c. crying
b. speaking d. singing
12. Desi ... the clothes in the morning
a. washes c. does
b. cleans d. swept
13. Via is amazing English ... at school.
a. play c. jury
b. wind d. teacher
14. The teacher's duty is to... the students in the school.
a. teach c. make
b. play d. work
15. He... the pen on the table yesterday.
a. gave c. wrote
b. took d. spoke

B. Complete the paragraph with appropriate word.

happy	housewife	have	born
nice			
kind	fun	interesting	farmer
			sad

Hi, I (1).... two friends. They are twins. Their names are Rina and Rini. They were (2)... in Biak, Papua. Their father was a (3)... and their mother was a (4).... They were always (5).... Their friends were very (6)... to them. They were never (7).... Life was very (8).... Their first school in Biak was (9).... Their teachers were smart and helpful. All the lessons were (10)....

(Adapted from Mukarto dkk English On Sky 2 2007)

RESEARCH INSTRUMENT

Name :
Class :
Reg. Number :

POST- TEST

Subject : English
 Class/Semester : VIII/1
 Time allotment : 45 minutes

A. Multiple Choice

Choose the correct answer by crossing (X) a, b, c, or d!

1. The perfume in the room is...

a. crazy	c. cloudy
b. talkative	d. fragrant
2. He was ... to everyone.

a. cry	c. kind
b. pretty	d. fail
3. Tiara... the room yesterday.

a. wrote	c. cleaned
b. finished	d. cooked
4. she was ... a book yesterday.

a. reading	c. crying
b. speaking	d. singer
5. She likes being with other people. She is...

a. shy	c. sociable
b. jealous	d. angry
6. Synonym of "well" is...

a. unwell	c. bad
b. good	d. tired

7. Synonym of “diligent” is...

- | | |
|-----------|----------|
| a. crazy | c. lazy |
| b. stupid | d. smart |

8. Synonym of “same” is...

- | | |
|--------------|-----------|
| a. different | c. ugly |
| b. similar | d. famous |

9. Antonym of “like ” is...

- | | |
|------------|---------|
| a. right | c. well |
| b. dislike | d. good |

10. Antonym of “popular” is...

- | | |
|-------------|--------------|
| a. famous | c. artist |
| b. fabulous | d. unpopular |

11. Antonym of “child” is...

- | | |
|-----------|-----------|
| a. adult | c. beauty |
| b. friend | d. good |

12. She was 13 years...

- | | |
|----------|---------|
| a. new | c. old |
| b. happy | d. care |

13. He has... in Bank.

- | | |
|-----------|----------|
| a. worked | c. help |
| b. still | d. young |

14. He... English very hard.

- | | |
|-------------|------------|
| a. language | c. late |
| b. lazy | d. studied |

15. She was... in a supermarket.

- | | |
|-------------|----------|
| a. shopping | c. lucky |
| b. see | d. cheap |

B. Complete the paragraph with appropriate word.

English	guitar	Jakarta	Indonesian	boys
two	Practices	his	Manado	37

Marco is a musician from the Philippines but he lives and works in (1)..., the capital city of Indonesia. He is (2)... years old and he is married. His wife is from (3)..., Sulawesi. They have (4)... children, and they are both (5).... He speaks (6)... and his children speak Indonesian and (7).... He plays the (8)... and he works with (9)... band. He (10)... from Monday to Friday and he gives two or three concerts every week.

(Adapted from Mukarto dkk English On Sky 2 2007)

Appendix III**The students' Score of Pre-test and Post-test of Experimental Score**

NO	NAMA SISWA	PRE-TEST SCORE	X_1^2	POST-TEST SCORE	X_2^2
1	AAS	72	5184	76	5776
2	AHB	84	7056	92	8464
3	ARY	76	5776	88	7744
4	AS	76	5776	80	6400
5	ASA	72	5184	80	6400
6	AY	72	5184	80	6400
7	AS	80	6400	84	7056
8	EJ	76	5776	88	7744
9	EIH	72	5184	80	6400
10	FDI	92	8464	96	9216
11	FTH	76	5776	80	6400
12	HAS	80	6400	88	7744
13	MRA	72	5184	80	6400
14	MYI	68	4624	72	5184
15	MRI	72	5184	76	5776
16	MLI	72	5184	76	5776
17	MR	76	5776	80	6400
18	NAS	80	6400	88	7744
19	NHA	72	5184	76	5776
20	PA	68	4624	72	5184
21	RH	68	4624	76	5776
22	RA	72	5184	76	5776
23	RNI	68	4624	76	5776
24	SAN	76	5776	88	7776
25	SII	64	4096	72	5184
26	TTR	60	3600	72	5184
27	YA	72	5184	80	6400
28	YI	72	5184	76	5776
29	FAH	80	6400	84	7056
30	AI	68	4624	72	5184
31	MA	68	4624	76	5776
32	FMH	76	5776	84	7056
TOTAL		2360	174016	2556	198928

Appendix IV**The students' Score of Pre-test and Post-test of Control Class Score**

NO	NAMA SISWA	PRE-TEST SCORE	X_1^2	POST-TEST SCORE	X_2^2
1	AN	68	4624	72	5184
2	AI	72	5184	76	5776
3	AR	60	3600	64	4096
4	AWA	68	4624	72	5184
5	DP	72	5184	72	5184
6	FSL	60	3600	68	4624
7	HRI	72	4624	76	5776
8	IL	64	4096	72	4624
9	IJ	68	4624	68	5184
10	LDS	72	5184	76	5776
11	MIA	80	6400	80	6400
12	MII	68	4624	72	5184
13	MHL	72	5184	76	5776
14	NDI	72	5184	76	5776
15	NF	68	4624	72	5184
16	NRA	72	5184	76	5776
17	RP	68	4624	72	5184
18	RSI	72	5184	76	5776
19	RM	68	4624	72	5184
20	SRA	72	5184	80	6400
21	SYI	68	4624	72	5184
22	SHI	68	4624	72	5184
23	SIA	60	3600	64	4096
24	TDN	80	6400	84	7056
25	WYI	68	4624	72	5184
26	WA	64	4096	68	4624
27	YP	72	5184	76	5776
28	NT	72	5184	76	5776
29	AA	88	7744	92	8464
30	SFI	60	3600	64	4096
31	FAN	72	5184	76	5776
32	SFA	76	5776	80	6400
TOTAL		2180	150416	2360	175792

Appendix V**The Mean Score****A. Experimental Class****1. Pre-Test**

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2}{3}$$

$$\bar{X} = 72.25$$

2. Post-Test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2}{3}$$

$$\bar{X} = 79.75$$

B. Control Class**1. Pre-Test**

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2}{3}$$

$$\bar{X} = 68.12$$

2. Post-Test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2}{3}$$

$$\bar{X} = 73.75$$

Appendix VI

The Standard Deviation

A. Experimental Class

1. Pre-Test

$$SD = \sqrt{\frac{S_1}{n-1}}$$

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 168244 - \frac{(23)^2}{3}$$

$$SS_1 = 168244 - \frac{529}{3}$$

$$SS_1 = 168244 - 176333.33$$

$$SS_1 = 1$$

$$SD = \sqrt{\frac{S_1}{n-1}}$$

$$SD = \sqrt{\frac{1}{3-1}}$$

$$SD = \sqrt{\frac{1}{2}}$$

$$SD = \sqrt{0.5}$$

$$SD = 0.71$$

2. Post-Test

$$SD = \sqrt{\frac{S_1}{n-1}}$$

Where,

$$SS_1 = \sum X_1^2 - \frac{(\sum X_1)^2}{n}$$

$$SS_1 = 207200 - \frac{(448)^2}{3}$$

$$SS_1 = 207200 - \frac{200704}{3}$$

$$SS_1 = 207200 - 66901.33$$

$$SS_1 = 140298.67$$

$$SD = \sqrt{\frac{S_1}{n-1}}$$

$$SD = \sqrt{\frac{140298.67}{3-1}}$$

$$SD = \sqrt{70149.33}$$

$$SD = \sqrt{70149.33}$$

$$SD = 264.87$$

B. Control Class

1. Pre-Test

$$SD = \sqrt{\frac{S_2}{n-1}}$$

$$\text{Where, } SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n}$$

$$SS_2 = 150416 - \frac{(23)^2}{3}$$

$$SS_2 = 150416 - \frac{4}{3}$$

$$SS_2 = 150416 - 148512,5$$

$$SS_2 = 18903,5$$

$$SD = \sqrt{\frac{S_2}{n-1}}$$

$$SD = \sqrt{\frac{18903,5}{3-1}}$$

$$SD = \sqrt{\frac{18903,5}{2}}$$

$$SD = \sqrt{9451,75}$$

$$SD = 97,22$$

2. Post-Test

$$SD = \sqrt{\frac{S_2}{n-1}}$$

$$\text{Where, } SS_2 = \sum X_2^2 - \frac{(\sum X_2)^2}{n}$$

$$SS_2 = 175792 - \frac{(23)^2}{3}$$

$$SS_2 = 175792 - \frac{5}{3}$$

$$SS_2 = 175792 - 174050$$

$$SS_2 = 1744$$

$$SD = \sqrt{\frac{S_2}{n-1}}$$

$$SD = \sqrt{\frac{1744}{3-1}}$$

$$SD = \sqrt{\frac{1744}{2}}$$

$$SD = \sqrt{872}$$

$$SD = 29,53$$

Appendix VII

The Significance Different

$$X_1 = 79.75 \quad SS_1 = 3678$$

$$X_2 = 73.75 \quad SS_2 = 1742$$

1. t-Test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{84.3 - 69.2}{\sqrt{\frac{79.75^2 + 73.75^2}{32 + 32} \left(\frac{1}{32} + \frac{1}{32} \right)}}$$

$$t = \frac{15.1}{\sqrt{\frac{5099.9}{39} - 0.09A}}$$

$$t = \frac{15.1}{\sqrt{130.76 - 0.09A}}$$

$$t = \frac{15.1}{\sqrt{11.76}}$$

$$t = \frac{15.1}{3.42}$$

$$t_{\text{Hitung}} = 4.41$$

2. t-Table

For level of significance (α) = 0.05

Degree of freedom (df) = $(N_1 + N_2) - 2 = (32 + 32) - 2 = 62$

t – Table = 2.000



Appendix VIII**The Distribution of T-Table**

<i>Df</i>	<i>P</i>			
	0.10	0.05	0.01	0.001
1	6,314	12,706	63,657	636,619
2	2,920	4,303	9,925	31,599
3	2,353	3,182	5,841	12,924
4	2,132	2,776	4,604	8,610
5	2,015	2,571	4,032	6,869
6	1,943	2,447	3,707	5,959
7	1,895	2,365	3,499	5,408
8	1,860	2,306	3,355	5,041
9	1,833	2,262	3,250	4,781
10	1,812	2,228	3,169	4,587
11	1,796	2,201	3,106	4,437
12	1,782	2,179	3,055	4,318
13	1,771	2,160	3,012	4,221
14	1,761	2,145	2,977	4,140
15	1,753	2,131	2,947	4,073
16	1,746	2,120	2,921	4,015
17	1,740	2,110	2,898	3,965
18	1,734	2,101	2,878	3,922
19	1,729	2,093	2,861	3,883
20	1,725	2,086	2,845	3,850
21	1,721	2,080	2,831	3,819
22	1,717	2,074	2,819	3,792
23	1,714	2,069	2,807	3,768
24	1,711	2,064	2,797	3,745
25	1,708	2,060	2,787	3,725
26	1,706	2,056	2,779	3,707
27	1,703	2,052	2,771	3,690
28	1,701	2,048	2,763	3,674
29	1,699	2,045	2,756	3,659
30	1,697	2,042	2,750	3,646
40	1,684	2,021	2,704	3,551
50	1,676	2,009	2,678	3,496
60	1,697	2,000	2,390	3,232

Appendix IX

Documentation



UNIVERSITAS ISLAM NEGERI
ALAUDDIN
MAKASSAR



CURICULUM VITAE



Yulia Udin Safitri was born on July 20th, 1994 in Watampone, She is the daughter of Udin S.Pd and Zaenab S.Pd. She is third children from third children. The researcher began her first education in SD Inp. 3/77 Lamurukung Bone. South Sulawesi and graduated in 2006.

She continued her study in SMP Negeri 1 Tellu Siattinge Bone and graduated in 2009. Then she continued her study in SMK Negeri 1 Watampone and graduated in 2012.

In 2012, she continued her study at Alauddin State Islamic University of Makassar. She was majoring in English Education Department in Tarbiyah and Teaching Science Faculty.

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